2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education Revised 04/28/2006

Type of School: _X_ Elementary __ Middle __ High __ K-12 __Charter

Name of Principal: Dr. Beverly Borgstrom

Official School Name: Gleason Lake Elementary School

School Mailing Address: 310 North County Road 101

Plymouth, Minnesota 55447-4108

County: Hennepin State School Code Number* 01-0284-811

Telephone (763) 745-5410 Fax (763) 745-5491

Website/URL: www.wayzata.k12.mn.us/gleasonlake Email bev.borgstrom@wayzata.k12.mn.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent: Mr. Robert Ostlund

District Name: Wayzata Independent School District #284 Tel. (763) 745-5001

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board President/Chairperson Dr. Linda Cohen

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

DEMOGRAPHIC DATA

DISTRICT

1. Number of schools in the district: 7 Elementary schools
   3 Middle schools
   0 Junior high schools
   1 High schools
   0 Other
   11 TOTAL

2. District Per Pupil Expenditure: $7834.00

   Average State Per Pupil Expenditure: $8379.00

SCHOOL

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 14 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					**7**			
K	59	38	**97**		**8**			
1	52	53	**105**		**9**			
2	56	52	**108**		**10**			
3	41	59	**100**		**11**			
4	65	58	**123**		**12**			
5	52	49	**101**		**Other**			
6								
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					634

6. Racial/ethnic composition of the students in the school:

89 % White
3 % Black or African American
4 % Hispanic or Latino
4 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 6%

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	28
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)]	40
(4)	Total number of students in the school as of October 1	634
(5)	Total transferred students in row (3) divided by total students in row (4)	0.06
(6)	Amount in row (5) multiplied by 100	6%

8. Limited English Proficient students in the school: 2%
14 Total Number Limited English Proficient
Number of languages represented: 4
Specify languages: Spanish; Bengali/Gujarati; Cantonese/Chinese/Taiwanese; Russian

9. Students eligible for free/reduced-priced meals: 7.5%

Total number students who qualify: 48 (only 9 students in grades 3 and 5 subgroup)

10. Students receiving special education services: 7%
45 Total Number of Students Served

Numbers of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act:

5 Autism	0 Orthopedic Impairment
0 Deafness	7 Other Health Impaired
1 Deaf-Blindness	8 Specific Learning Disability
2 Emotional Disturbance	1 Speech or Language Impairment
3 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
8 Multiple Disabilities	

11. Full-time and part time staff members

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	22	4
Special resource teachers/specialists	4	6
Paraprofessionals	10	7
Support staff	2	1
Total number	39	18

12. Average school student-"classroom teacher" ratio: 24:1

13. Attendance patterns of teachers and students

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	97%	96%
Daily teacher attendance	93%	93%	94%	96%	96%
Teacher turnover rate	3%	8%	2%	2%	7%

PART III - SUMMARY

Our Gleason Lake educational community is an exemplary child-centered environment that strives to meet the needs of all learners. We set high expectations for our learners to achieve academic excellence and problem solving techniques necessary to maximize individual potential. We view all individuals as lifelong learners who are able to function both independently and cooperatively. We empower all learners to make choices, accept responsibility and show respect for themselves, others and the world around them. We promote and enhance self-esteem in a safe, caring atmosphere where everyone feels a sense of belonging. This vision statement clearly defines the heart of Gleason Lake. One person cannot accomplish this alone. It happens because of the exceptional partnership and trust that exists among our parents, students and staff.

Parents value the education their children receive at Gleason Lake. They hold high expectations for their children and our staff. There are 465 families that are part of our community, with an attendance rate at parent teacher conferences of 98%. They support the school through the passing of levy referendums, PTA sponsored activities, volunteering, organizing curriculum enhancement programs, supplementing our budget, and follow through at home. If something needs to get done, we need only call our parent volunteer coordinator and he will find someone to do it.

Because parents model the value of getting a solid education, students come to school ready and excited to learn. As I was completing an observation in a Spanish classroom last week, the teacher remarked that it was time to put the research projects back in the binders and get ready to go back to class. The students groaned because they were so focused on their learning activity they didn't want to stop. Students want to help each other. Older classes have younger class buddies. Older students assist in getting kindergarteners on the correct bus. Students feel safe when they are at school. They know there are adults in the school they can turn to for questions, concerns or a needed pat on the back. Student Council members organize various school spirit activities for the 634 students in our school.

In my 30+ years in education, I have never worked with such a professional staff. They are hardworking, dedicated, intelligent and caring. They set high expectations for themselves and the students. Systems are in place to support the wide spectrum of student needs. We have teachers and paraprofessionals that provide instructional enhancement and support. The majority of staff members each mentor a child who is potentially at risk. They frequently continue that relationship throughout the child's years at Gleason Lake. They value the opportunity to have in depth conversations with their colleagues about their students. Frequently this will occur more formally with our Teacher Assistance Team but also informally among grade level team members and/or support staff. Our teachers are lifetime learners. Most of them hold Masters degrees. There are 64 full and part time staff members, including custodial and food service staff.

We have a site council that oversees the vision and goals of our school. This group of 14 parents and staff facilitate the goal setting process and monitor the progress. The goals set for 2005-07 are to 1) strengthen critical thinking skills, 2) maximize the effective use of technology to improve communication in the Gleason Lake community, and 3) maintain, strengthen and celebrate our learning community, promote responsible citizenship and foster respect for self, others and the world around us. Our professional development committee facilitates the learning activities necessary for our staff and students to achieve these goals.

As our district vision states, we strive to be "a model of excellence among learning communities".

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:
Gleason Lake Elementary, one of seven schools in the Wayzata Public School District, participates in Minnesota's state testing program. The state of Minnesota follows the guidelines set forth by the federal government in relation to No Child Left Behind. All enrolled public school students must be accounted for in the Minnesota Comprehensive Assessment accountability tests.

The purpose of the Minnesota Comprehensive Assessments is to measure student achievement with regard to the Minnesota Academic Standards in reading and mathematics. The Minnesota Department of Education uses an adaptation of the six levels of cognitive complexity within Bloom's Taxonomy to align test items with these standards. For each of the reading and mathematics tests on the Minnesota Comprehensive Assessments (MCA), a score of 1420 indicates proficiency. In order to explain proficiency, it is helpful to understand that results from each test on the MCAs are reported at five achievement levels. A student scoring in level three or above is proficient.

Following are the descriptions that define achievement relative to the various MCA levels. The numbers in parentheses indicate the percentage of students at that level in 2005.
* Level 5 represents superior, advanced performance, well beyond what is expected at grade level. This is beyond the "advanced" level for NCLB (3rd: rdg-42/math-51; 5th: rdg-63/math-63).
* Level 4 represents successful work with challenging, above-grade-level material. This corresponds to an "advanced" level for NCLB (3rd: rdg-42/math-37; 5th: rdg-30/math-27).
*Level 3 represents state expectations for all students. Students with this score are working successfully on grade-level material. This corresponds to a "proficient" level for NCLB (3rd: rdg-9/math-6; 5th: rdg-3/math-3).
* Level 2 represents partial knowledge and skills required for successful grade level achievement. This corresponds to a "basic" level for NCLB (3rd: rdg-4/math-6; 5th: rdg-3/math-7).
* Level 1 represents significant gaps in the knowledge and skills necessary for satisfactory grade level work. This corresponds to "below basic" level for NCLB (3rd: rdg-2/math-0: 5th: rdg-1/math-1).

The numbers above show that while students can score a 3, 4 or 5 to be proficient, most of our students score a Level 4 or 5, the advanced and superior levels.

In examining the results for Gleason Lake Elementary on the Minnesota Comprehensive Assessment (MCA) the following trends can be described in the area of reading:

- In 2003, 93 % of the grade 3 students and 94 % of the grade 5 students were proficient
- In 2004, 92 % of the grade 3 students and 92 % of the grade 5 students were proficient
- In 2005, 94 % of the grade 3 students and 96 % of the grade 5 students were proficient

In examining the results for Gleason Lake Elementary on the Minnesota Comprehensive Assessment (MCA) the following trends can be described in the area of math:

- In 2003, 93 % of the grade 3 students and 92 % of the grade 5 students were proficient
- In 2004, 91 % of the grade 3 students and 91 % of the grade 5 students were proficient
- In 2005, 94 % of the grade 3 students and 95 % of the grade 5 students were proficient

The exciting observation about these trends shows that the students who were third graders in 2003 and fifth graders in 2005, increased their scores 6 percentage points in reading and 4 percentage points in math during those two years.

Although we did not have enough disparity among subgroups to report this data, our school is also looking at our disaggregated data and asking ourselves how best we can support all of our students.

The website where information on the state assessment system may be found is http://education.state.mn.us.

2. Using Assessment Results:
Results from curriculum based and standardized assessments are given to our Site Council. This group of parents and staff members facilitates our goal setting process that is based on student achievement. We request to meet with our district's Director of Assessment and Evaluation annually in August or September to review assessment results from the April/May testing. In addition to the sharing of results, the director provides us with trends that can be seen over the past four or five years.

Based on that information, the council formulates areas of student achievement that we need to maintain or strengthen. Teachers in turn discuss, either at grade levels or in task force groups, research based and differentiated strategies that can be used to achieve the goal. They use curriculum-based measures throughout the year to assess for ongoing progress.

This year, for instance, when analyzing our spring assessment results, we determined the need to strengthen students' critical thinking skills. Through discussion at staff meetings, it was agreed to focus on three instructional strategies, listed in rank order of their effectiveness as measured by average effect size and percentile gain (Marzano, Pickering, Pollock, 2001). These strategies are1) identifying similarities and differences, 2) summarizing and note taking, and 3) nonlinguistic representations that elaborate on knowledge.

The goal is to show a 2.5% increase in the number of students within each grade level that would move from one level of our Minnesota Comprehensive Assessment to the next and/or from one quartile to the next on the Wayzata Achievement Level Test. Progress toward this goal will be monitored by our site council over the next two years.

3. Communicating Assessment Results:
Gleason Lake regularly communicates student performance in all curricular areas, including assessment data, in a variety of ways to parents, students and the community. Student progress is formally reported to parents four times a year, twice during parent-teacher (student) conferences in the fall and spring and twice through report cards and portfolios in February and June. Conversations regarding student performance occur between these times as well. Information may be discussed via phone conversations, email, notes, and/or scheduled meetings.

Results of individual scores on the Minnesota Comprehensive Assessments are sent to parents from the state department via United States mail. School results are also published in the Minneapolis Star and Tribune newspaper. In addition to the state assessments, our district also uses its own computer based Wayzata Achievement Level Test to assess student growth from year to year. These results are also mailed to parents. Results from both these assessments are shared annually with our school site council that is comprised of parents and staff members, as this helps guide our goal setting process.

Student achievement and assessment results are also communicated four times per year to our 25,000+ district residents via our district newsletter, "The Communicator", and at our district website at www.wayzata.k12.mn.us. The district combines all assessment results from the entire year in the annual "Report on Curriculum, Instruction, and Student Achievement", which is published and distributed to the entire community and the State Department of Education each October.

4. Sharing Success:
Gleason Lake staff members willingly share best practice strategies and successes in a collaborative spirit. They participate on district wide curriculum committees where they can represent Gleason Lake and a specific grade level. Here they are able to share strategies and ideas that they have found to most successfully impact learning. They are invited to participate and present at local professional development workshops as well as regional and national conferences such as the National Council of Teachers of Mathematics and the Minnesota Best Practice organization. Some teachers are hired by other school districts as consultants for a period of time during the summer. Most recently, individuals have been asked to present on topics related to mathematics, reading, differentiated instruction, and technology. One of our teachers has repeatedly been asked to review math questions for the Minnesota Comprehensive Assessments. Individuals also serve as officers for their state organizations. Valuable networking and sharing of information and best practices are conducted in these settings.

Parents are wonderful ambassadors for sharing our successes as well. They have broad networks of parents and community members from other schools within and outside of our district. Occasionally I will receive a phone call from an educator in another district who, through a chain of associations, knew our students had been very successful on our state assessments, and asked if there were specific strategies our teachers used in order for the students to receive those scores.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:
The content of the curriculum for Gleason Lake Elementary is a dynamic blend of content and process. Instruction is provided in reading/language arts, mathematics, social studies, science, health and physical education, art, music, Spanish and technology. Our teaching staff uses the Minnesota Academic Standards as a basic starting point in designing rigorous, differentiated curriculum that meets a broad range of academic abilities. We set high expectations for all students to master core concepts and develop critical thinking skills. This allows Gleason Lake students to maintain their current level of exemplary achievement as assessed by the Minnesota Department of Education on the Minnesota Comprehensive Assessments.

The purpose of the science curriculum at Gleason Lake Elementary is to ensure that all students develop scientific literacy. The program is a set of units of study that have been collaboratively developed and appropriately assigned to grade levels to meet the requirements of the State Science Standards. These standards are broken into four main areas: history and nature of science; life science; earth science; and physical science. A unit of study is made up of approximately 10-15 comprehensive activities formatted around the learning cycle components of focus, explore, reflect and apply. These units support the development of the scientific thinking skills of observing, communicating, comparing, organizing, relating, inferring and applying. Each grade level has a required number of units that must be taught, with additional ones that can be embedded into other curricular areas.

Social Studies at Gleason Lake is critical to laying the foundation for global citizenship. Students acquire a greater understanding of the multiplicity of cultures from around the world as they move from the study of “the self” to “the community” to “the world”. Kindergarteners study themselves and the world; first graders study their families and families of the world; second graders study their community and communities of the world, including an understanding of the past; third graders study the geography of the United States with emphasis on immigration and migration; fourth grade learns about world

geography, specifically continents; and fifth graders study Minnesota History and early explorers to colonial United States. These units of study align with the strands of United States history, world history, Minnesota history, geography, economics, government and citizenship that comprise the Minnesota Academic Standards in History and Social Studies.

The arts program at Gleason Lake includes visual arts and music. The visual arts introduces our students to the elements of art including line, color, shape, texture, and form. Students study cultural and historical forms and traditions of the visual arts, and are given the opportunity to create works of art that communicate ideas, using at least three different mediums. General music concepts are introduced to our students through the vocal music program. Students demonstrate an understanding of the elements of music such as melody, rhythm, harmony, dynamics, tone color, texture and form as well as characteristics of music from a variety of cultures and historic times. Students also demonstrate the ability to sing a varied repertoire of songs in a group, improvise and compose and play simple rhythms on classroom instruments, and read and write music using a system of notation. Assessments for each are developmentally appropriate according to grade level.

All fourth and fifth grade students at Gleason Lake study the Spanish language and Latino cultures. The initial experience in second language learning emphasizes spoken language and vocabulary building. Spanish is taught in a manner that mimics the way students acquired their first language by responding with actions, rhymes, songs, storytelling and games, building the foundation for more advanced language.

A variety of age appropriate themes form the basis for the physical education/health curriculum at Gleason Lake. Health areas cover such topics as family, nutrition, development, body systems, injury/safety, mental/social health, and consumer health. Physical education establishes activities and learning opportunities around the topics of fitness, body image, skill development, social and person responsibility and community integration.

Technology is unique in that it is both a curriculum and a tool. At Gleason Lake we believe it is critical that students have instruction on how to use technology. Our students are introduced to basic operations, keyboarding, word processing, draw/paint capabilities, spreadsheets, internet usage, research tools and basic multimedia. Once certain skills have been mastered, the students are then able to use those technology tools for classroom projects.

The language arts program at Gleason Lake includes reading (addressed separately), writing, speaking, and listening. Because of the reciprocal nature of these four, it is critical to keep in mind that each enhances the other. Students learn to write in the genres of persuasion, narration, reporting, description, explanation and comparison /contrast. Six +1 Traits of Writing is frequently used to help define strong writing. The components of ideas, organization, voice, word choice, sentence fluency conventions and presentation guide the writer through any of the genres stated above. Vocabulary is developed as it benefits all areas of the language arts. Research processes are taught across all grade levels but students in third, fourth, and fifth grades are expected to write research reports, using age appropriate references and technology tools. Students at all levels have opportunities to develop and refine speaking and listening skills. This is done through informal sharing in front of the class to formal presentations and speeches related to curricular areas.

Gleason Lake Elementary staff recognizes that student achievement is maximized by a strong, articulated curricula that is paired with best practice instructional strategies.

2. Reading:
The Wayzata School District adopted a published reading curriculum, Spotlight on Literacy by Macmillan/McGraw-Hill in 2000. Before choosing our curriculum, we developed a mission statement,

"Literacy for Life", and belief statements based on current research. These research-based beliefs call for and our curriculum provides for:

1) a balance between direct basic skill instruction and an immersion in literature because both are important to ensure a learner's success. We provide time for independent reading because we know that students improve their reading by actually reading books of their choice in a variety of genre, both fiction and nonfiction, and at their reading levels.
2) instruction in the essential components of reading, i.e. phonemic awareness, phonics, vocabulary, fluency and comprehension. We were particularly interested in supporting students in comprehension as the ultimate goal of reading instruction and chose a curriculum that emphasized it while a foundation of the other components is also established.
3) differentiated instruction. Our curriculum provides a large number of learning activities aimed at a wide range of readers as well as additional books for use with small groups for targeted instruction. It includes formative assessments to determine students' strengths and weaknesses. We encourage instruction that pushes all students to a higher level of thinking. In addition to the basal materials, our school has numerous sets of trade books for use with small groups to use for guided reading and literature circles. We have two differentiated learning specialists who provide enrichment and reinforcement for students in need of such services.
4) integration of the language arts. Because of the reciprocal nature of reading, writing, speaking and listening, we want our students to use writing, for example, to increase reading skills. Writing, spelling, research, and grammar activities connect to the text being read.
5) meeting standards. We use the curriculum's assessments to measure learner progress towards district and Minnesota Academic Standards.

3. Mathematics:

Gleason Lake Elementary uses Everyday Mathematics as a basis for teaching and learning mathematics. It was developed by the University of Chicago School Mathematics Project. This program is organized into six mathematical content strands: operations; numeration and order; patterns; functions and algebra; data and chance; measurement and references frames; and geometry. Every strand is addressed throughout all grade levels of the program in a manner that builds and extends concept understanding, in a spiraling format. Woven throughout the content strands are several key mathematical themes. They are: algorithmic and procedural thinking; estimation skills and number sense; mental arithmetic skills; and problem solving.

The concepts and skills of this program are aligned with the Minnesota Academic Standards and embody the Wayzata philosophy of mathematics. Topics are introduced using manipulatives and examined in many ways including verbal, pictorial, symbolic, and concrete in order to accommodate students of different ability levels and learning styles. Skills are practiced using a game format. Group work and cooperative learning activities are employed. Students are asked to communicate their ideas both verbally and in writing. Teachers use their professional judgment to determine if preassessment is necessary and if certain strands of the program need to be enhanced or modified to meet students' appropriate levels of learning. Teachers assess progress using a simple rubric for beginning, developing or secure understanding of the concepts and skills taught at each grade level. Differentiated learning specialists support students who need additional enrichment or reinforcement in mathematics.

Our goal is to broaden students' overall problem solving skills and teach them the underpinnings of mathematic processes, rather than encouraging them to memorize formulas. Computation fluency is taught in a manner that imitates real life mathematical problems. This approach gives students greater ability to solve a wide variety of math problems and prepares them for more complex mathematics in everyday life in the future.

4. Instructional methods:
The instructional methods that the teachers use at Gleason Lake Elementary vary according to the readiness, interest and/or learning profile of the students. The learning activities can be differentiated by content, process or product.

In preparation for the submission of this application I asked our teachers at a staff meeting to write down one or two instructional methods he/she felt really improved student learning, something that each was especially proud of. Here are the responses I received: literature circles; preassessing skills and concepts; think-pair-share; writer's workshop; guided reading; learning styles inventory; student sharing of mathematical strategies with their peers; taking time for reflection at the end of science and math; asking more higher level questions; preview-clarify-question-summarize; teaching how to take good notes; use of technology; developed rubrics for student self assessment; partner editing; using running records, cooperative learning; flexible grouping; breaking difficult concepts into smaller chunks; brain breaks; graphic organizers; cognitively guided instruction for math; multi-sensory approaches; SQ3R; listening to students read every day; compacting; independent study; jigsaw activities; learning contract.

The teachers have spent many professional development hours learning how to use various differentiated instructional strategies to improve student learning. I believe the above list provides evidence to why our students continue to achieve the scores they do on the Minnesota Comprehensive Assessments.

5. Professional Development:
Gleason Lake has a Professional Development committee that facilitates and monitors professional development activities and manages the funds allocated to our school. Professional Development at Gleason Lake relates directly to our school goals that in turn are tied to student achievement. Following is one example of what we do. Based on spring 2005 assessment results, we decided that our students needed to strengthen their critical thinking skills. In order to increase the probability of this occurring, our Professional Development committee, with input from teachers, decided to focus on three research-based instructional strategies from the book Classroom Strategies That Work (Marzano, Pickering, Pollock, 2001). Copies of the book were ordered for all teachers. Time is allocated throughout the year to read and discuss the chapters specific to the strategies, implement the designated strategies, and share results of the implementation.

All staff members have opportunities to participate in a variety of on site and off site professional development activities by submitting requests for professional development funds to the committee. The most frequent models of professional development are that of independent study, action research, training, professional study teams and curriculum enhancement.

As part of our performance evaluation process, teachers are expected to develop at least one professional development goal. Those individual goals are then tied to our school-wide professional development goal. Some teachers collaborate amongst themselves and develop a professional development goal specific to their grade level.

In addition, each school submits an annual report to our district committee and the State Department of Education, specifying what professional development has been accomplished, how it relates to student achievement and if it was successful.

PART VII - ASSESSMENT RESULTS

Subject: Math Grade: 3 Test: Minnesota Comprehensive Assessment

Edition/Publication Year: revised each year Publisher: Minnesota Department of Education
Subgroups are too small to report

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	March	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	94	91	93	87	92
% At Exceeds State Standards*	88	83	77	83	87
Number of students tested	121	108	114	108	100
Percent of total students tested	100	99	99	97	99
Number of students alternatively assessed	0	1*	1*	0	0
Percent of students alternatively assessed	0	1	1	0	0

*Special Education team agreed that these students should be alternatively assessed.

Subject: Reading Grade: 3 Test: Minnesota Comprehensive Assessment

Edition/Publication Year: revised each year Publisher: Minnesota Department of Education
Subgroups are too small to report.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	March	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	94	92	93	86	88
% At Exceeds State Standards*	84	84	77	70	75
Number of students tested	121	108	114	110	101
Percent of total students tested	99	99	99	100	100
Number of students alternatively assessed	0	1*	1*	0	0
Percent of students alternatively assessed	0	1	1	0	0

*Special Education team agreed these students should be assessed alternatively.

Subject: Math Grade: 5 Test: Minnesota Comprehensive Assessment

Edition/Publication Year: revised each year Publisher: Minnesota Department of Education
Subgroups are too small to report.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	March	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	95	91	92	91	84
% At Exceeds State Standards*	90	86	87	85	73
Number of students tested	107	114	98	123	102
Percent of total students tested	98	96	98	99	100
Number of students alternatively assessed	2*	3*	2*	0	0
Percent of students alternatively assessed	2	3	2	0	0

*Special Education team agreed these students should be assessed alternatively.

Subject: Reading Grade: 5 Test: Minnesota Comprehensive Assessment

Edition/Publication Year: revised each year Publisher: Minnesota Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	March	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	96	92	94	94	88
% At Exceeds State Standards*	93	85	92	91	79
Number of students tested	106	115	98	124	102
Percent of total students tested	97	97	98	100	100
Number of students alternatively assessed	2*	3*	2*	0	0
Percent of students alternatively assessed	2	3	2	0	0

*Special Education team agreed these students should be assessed alternatively.

Subgroups are too small to report.